

# Performing Arts



# Introduction

I. Look at the pictures in the film/photographic reel. What do they show? Discuss with your partner.









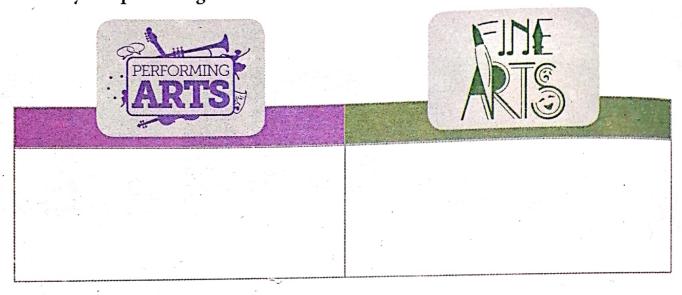
### II. Do you know?

Art refers to the various branches of creative activity, such as painting, music, dance, etc.

### For the Teacher

Discuss with the students the difference between Performing Arts and Fine Arts.

III. Classify the pictures given in Part I into the following categories.



IV. Conduct a survey in your class to find out what your friends like in performing arts. Talk to six students of your class and fill the required information. Some of you could include your teachers too!

	Name of the Student/Teacher	Name of the art form they like	Artists whom they know	Male/Female
1.				
2.				
3.				
4.				
5.				
6.				

Pool follo	Pool the information collected by the students in the class and find out the following.				
(a)	Are there any differences in the choices of girls and boys in your class?				
(b)	The most popular performing art in your class is				
(c)	Is there any student in your class who would like to adopt any form of art as a means of livelihood?				
(d)	The budding artists of your class are,,				
	(a) (b)				



Music has been a source of entertainment for ages. 'It is the universal language of mankind,' said Longfellow. It is also found in nature in the form of the sound of a running brook, the sounds produced by the rustling of the leaves, the chirping of the birds, the rumbling of the waves, the singing of a cricket in the grass and many more.



A.1. Read the following details about Vanessa-Mae who is an internationally renowned violinist.

# Vanessa-Mae

# CLASSICAL BLENDS WITH POP

Vanessa-Mae Nicholson, a British violinist was born on 27 October 1978. She is Thai-Chinese. She was born in Singapore. Her mother is Chinese and her natural father is Thai. But now she lives with her mother Pamela and her step-father Graham in London. Vanessa, at the age of 8, studied at the Central Conservatory of Music in Beijing and at 10, she became a student at the Royal College of Music in London. She loves both Classical and Pop music.



The sales of her albums have reached several millions. Vanessa's favourites are Mozart, Beethoven, Tchaikovsky, Beatles, Elvis Presly, Michael Jackson, Prince and Paganini. An important characteristic of Vanessa's music is the fusion of Classical music with Pop music, for which she has also incurred the wrath of some of her teachers.



What do you understand by the phrase 'Fusion Music'?



A.2. Shruti's dream was to become a member of fusion band and play at the concert. But there was something which had taken away her peace of mind. What was it? Was she able to fulfil her dream? Read the story and find out.

### Twin Melodies

Shruti Sharma was by far the best in the class of senior violinists of Sangeetika Music School. Of course, she had an advantage over the others, for she was Nabin Master's daughter. *Guru* Nabin Sharma was the Principal of this School.

Music was in Shruti's blood. 'Melody runs in her veins,' the reviewer of the *Prabhatpuri Daily Clarion* had commented after one of the stage performances. From the time her father had placed a baby violin in her hands at the age of six, Shruti had taken to the instrument as a bird takes to the air. Now, just nine years later, she was already improving with confidence that left her listeners wanting more.

'Tonight,' decided Shruti as she watched her father, 'I will tell him tonight after dinner.' The family of three ate dinner as they listened to a **rendition** of *Raga* Jhinjhoti on the radio.

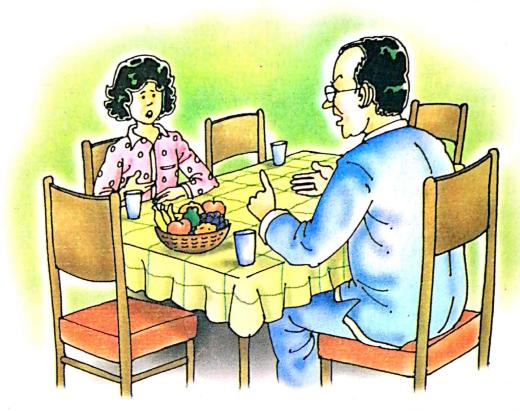


As Leela Devi, Shruti's mother, cleared the table, Shruti took a deep breath and said, 'Father, I have something to say to you. I mean......I would like to ask your permission......' her voice **petered** out uncertainly.

rendition: performance

petered: lost power gradually





What is it?' asked Nabin Master absent-mindedly. His eyes were closed as he sat in his old cane chair. 'It is about a concert that I have been asked to play in,' said Shruti. Nabin Master opened his eyes in surprise. He asked softly, 'Concert? What concert? You know, I don't permit more than one public performance in six months. And you just had a concert a few weeks ago.'

Shruti began to wish that she had not **ventured** into the whole thing. 'Well, I am waiting. What concert?'

'It is not a solo programme. I am to be part of a group,' said Shruti, trying to break the news as delicately as possible.

'What? An Orchestra?' Nabin Master looked astonished. 'But you are such an individualistic player. How will you play in a group?'

'It is a fusion group, Father. With Avinash and Peter and Iqbal and Manpreet and......' she stopped abruptly.

Nabin Master was a person who believed in keeping the tradition of classical music as pure as possible. He looked at his daughter thunderously.



ventured: undertaken



'The concert is next week,' said Shruti brightly.

'And if I say no, you can't play fusion, what will you do?' asked Nabin Master.

Shruti had lain awake for many nights in the last month, wondering how she would tell her father the **dreadful** truth and what she would do if he **forbade** her.



It was Avinash, the *tabla* player, who had first approached her with the idea of playing in a fusion band.

Shruti had attended the practice sessions secretly, pretending to her mother that she was taking extra coaching from the science teacher after class. I asked you a question,' said her father. I am waiting for a reply.' I hope you won't say no,' said Shruti in a soft voice. The group is depending on me

for the concert next week.' You know my views on fusion, don't you?' he said. He believed firmly that Indian Classical music should never **mingle** with other types of music. And here was his own daughter wanting to play 'Fusion—Wusion' in some band! 'Father,' Shruti took a deep breath and continued, 'I know and respect your views. But it is

not what you think. It is, I mean....... well, why don't you come and listen to us at practice tomorrow?' 'Practice, hah!' muttered Nabin Master. He got up and left the room angrily.

'What was that about?' asked Leela Devi. Shruti told her the whole story. 'So that is what those extra-classes were about!' said her mother when Shruti had finished. I am sorry about the **deception**, *Ma*,' said Shruti. I was afraid.' It seems to me that you should have got your *guru*'s permission before committing yourself,' said Leela Devi.



dreadful: terrible

mingle: mix

forbade: prohibited

deception: misleading action/cheating



I know,' said Shruti miserably, 'I should have asked earlier. If I am not allowed to play, I can't think what the band will do.' Leela Devi looked at her only child. She looked **harassed**. 'Time to go to bed,' said Leela Devi decisively. 'Come on, no **dawdling** now!' I will go and tell Peter and the rest of them that I can't play with them,' thought Shruti as she dreaded for school next day. She had spent the night tossing and turning in bed.

The others were waiting for her at Manpreet's house. 'Well? Got permission yet?' asked Manpreet as soon as Shruti entered the room.

She realised now that all of them—Peter, Iqbal, Avinash, as well as Manpreet had become much more than partners in music for her; they were her friends. Well, she would probably lose their friendship, too. Tell us about it later,' said Peter. Tall and well built, he was fingering the keyboards, playing a note here and chord there. Avinash was already tuning his *tablas*. I will play this one last time before I tell them I am out, Shruti decided.



Shruti listened with a detached ear as she played. Raga and Waltz moved together with liquid grace, each had its distinct musical identity. The sound of enthusiastic applause filled the room as the group wound

harassed: annoyed and tired

waltz: music for ballroom dance

dawdling: wasting time



up. Shruti looked around. Her surprise grew to astonished wonder when she saw that none other than her parents, yes, Nabin Master and Leela Devi, were sitting near the open door, and clapping enthusiastically. In fact, it was her father, the traditionalist, who was now getting up and complimenting the other team members on their music.

'Wah, wonderful! Yes, quite wonderful,' he was saying warmly. Nabin Master was coming towards her now. 'That was good, Shruti. I loved the way you kept the spirit of the *raga* intact.' The other members of the band were all beaming in a **gratified** fashion. These words from Nabin Master were high praise indeed.

What had made her father change his mind? Even in the midst of her happiness, Shruti could not help being puzzled. 'Your show is sure to be a success,' said Nabin Master. 'It is next week, isn't it, Leela?' he said, turning to Shruti's mother, 'We must make sure that Shruti attends all the practice sessions.' He turned to others and said, 'why don't you come and practise in the Music School? It will be much

more convenient for all of you, I think.' Nabin Master was usually an undemonstrative parent.

Now, however, he placed an affectionate hand on Shruti's shoulder. With a glance at Leela Devi by his side, he said in a soft voice, 'It was your mother who opened my eyes, I confess. I had forgotten my own past.' Shruti understood. Years, decades ago, Nabin Master himself had **defied** tradition. Nabin Master had angered his own father when he had taken up a western instrument.



'I underestimated the power of our own music,' said Nabin Master to his daughter. 'I was afraid you would be lost to us. I realise my fears were baseless.' Impulsively, Shruti hugged her parents.

—Mitra Phukan



Rea	ad the	extracts given below and answer the questions that follow.			
(i)	'It seems to me that you should have got your <i>guru</i> 's permissio before committing yourself.'				
	(a)	Who do the words 'me' and 'you' refer to?			
	(b)	Name the listener's guru. How is he related to him/her?			
	(c)	What had the listener committed herself to?			
	~				
(ii)	'I h	ope you won't say no.'			
	(a)	Who was expecting an affirmative reply and from whom?			
	(b)	What would the listener possibly say a no to and why?			
	(c)	Describe the speaker's feeling when the given statement was made by her.			
	in the second				
Fine	l the h	idden sentences.			
can	find th	seven sentences hidden in the grid given on the next page. See if you nem. Write your answers in the given space to form the summary of r. The first one is done for you.			
Fo	r the T	'eacher			
10					

## Beginning of each sentence has been marked with a number.

2. to play in a fusion Guru Nabin Sharma Shruti Sharma was band. was Shruti's friends to his the best in the class school for more practice Shruti told her father of of the band. He appreciated the Principal The father was very of the school. of senior violinists of angry Sangeetika Music School. her decision Nabin Master invited at Shruti's decision. of the band. that Shruti had kept the spirit of the raga alive. the efforts Nabin Master confessed Place your answers here-Shruti Sharma was the best in the class of senior violinists of 1. Sangeetika Music School. 2. 3.

4.

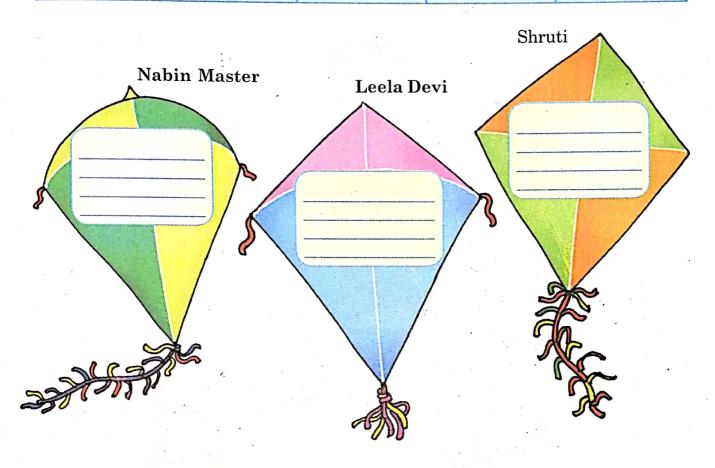
'Father, I know and respect your 'I loved the way 'Y	
regine you are Shruti and you have already made a confusion band. How would you convince your father to get the same?  pairs, read the following statements made by Shruti, la Devi in the context of the fusion band.  You know my views on fusion, don't you?  'Father, I know and respect your views. But it is not what you  'I loved the way you kept the spirit of the raga  'You know my views on fusion, don't you?'	han hai in shumman ad had arka arkin arkin inga ngamaran po pondh dhandhannin 13 di inka-dari andrian ongama ango
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nd respect your views. But it is not what you  'I loved the way you kept the spirit of the raga	
	ou should have got your guru's permission.'
Nabin Maste	er Co
Shruti	9.3
55	da of
Leela De	vi
	12
1 0 E	
10	是一

A.5.

A.6.

What do these statements tell us about the speakers. Write the correct words to decorate the kites.

considerate	orthodox	frank	polite	wise
rigid	advisor	outspoken	sarcastic	flexible



A Synonym is a word or phrase that means nearly the same as another word.

### A.7. Find synonyms of the following words from the text.

- (a) greatly surprised, amazed

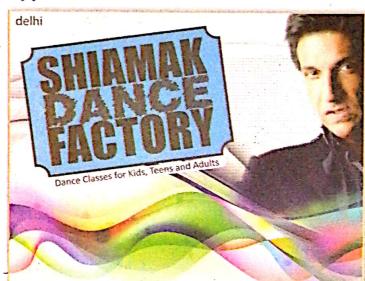
  (b) praise expressed by clapping
- (c) recognisably different
- (d) smiling broadly
- (e) loving, warm-hearted





### **B.1.** Read the given advertisements.

A



BATCH STARTS
15 TH MARCH
ENROLL

STARTS

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STARTS

OF Kallash | Gurgnon | Pumpobi Bagh | Noid

IEARN ALL 3 STYLES! SHABOP SOLLYWOOD JAZZ JUF AND ROCK W ROLL



6 CLASSES

3316900 - 05

SHIAMAK

B



For Future Professionals Only

Styles:- Urban Hip-Hop, New York-Uazz, Neo-Contemporary, Acrobatics







Special One-on-One sessions with Terence Sirl

3 200

LIMITED SEATS



022 26325041, 26325620 www.terencelewis.com Andheri (W) and khar



# Now work individually and complete the following. Similarities in Advertisements A and B Both advertisements are about (a) Both have a (b) number. Both classes are meant for (c) Both have a/an (d) slogan. Both mention the (d) of dance. Differences in Advertisements A and B The dance classes mentioned in Advertisement A are meant for (a)

	and	. In Advertisement B
	the coaching caters to the age group	•
(b)	In Advertisement A, the number of	venues mentioned are
	whereas Advertisment B has only	venues.
(c)	For dance classes in Advertisemen	at A, the contact number is
	while in A	Advertisement B, the contact numbers
	are	and



B.2. Now read an interesting poem about a girl who went to see a ballet for the first time.

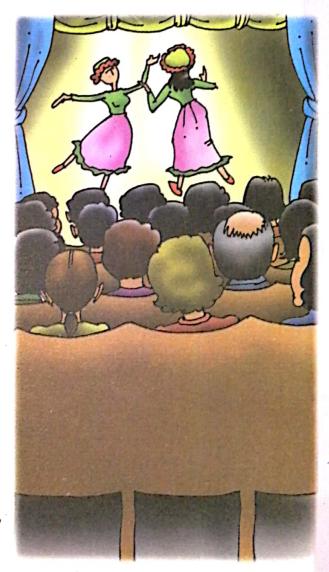
# My First Visit To The Ballet

I first went to a ballet when I was getting on for ten.

My friend Lyuba went with me
To the theatre, and we
Had our coats hung up on stands,
In the cloak-room,
where they gave us
Special tickets in our hands.

I'm at the ballet, now, at last!
And everything completely passed
From my memory. If you
Were to ask me, 'What's twice two?'
I would not know what to say.

How I waited for this day!
Soon I'd see a lovely fairy,
Crowned in gold and all in white!
I sat still, wide-eyed and breathless,
And I held my ticket tight.
Then the trumpets blared
drums rumbled
I and Lyuba almost tumbled



blared: sounded loudly, usually harshly

rumbled: made a low heavy grumbling or rolling noise



From our seats in fright. Then, oh! Wherever did my ticket go? Fairies on the stage were **tripping**, But to fairies I was blind. I kept looking for my ticket Which, alas! I could not find.

It must've rolled beneath a chair, But under which—where is it? For ballets now I do not care My only care's my ticket.

Louder still the music thundered,
Now the **cotillion** was on.
We slipped down to the floor, and wondered
Where that ticket could have gone.

It had disappeared completely......
I crawled to the seventh row;
People hissed at us in wonder,
'Who's that crawling there below?'

Butterflies danced in the spotlights, But on the stage I looked no more-I kept searching for my ticket, Till I found it on the floor.

All the lights went up just then,
And everyone walked past me.
The ballet's lovely,' I said, when
The girls in our school asked me.



—Agnia Barto

tripping: moving with quick, gentle steps

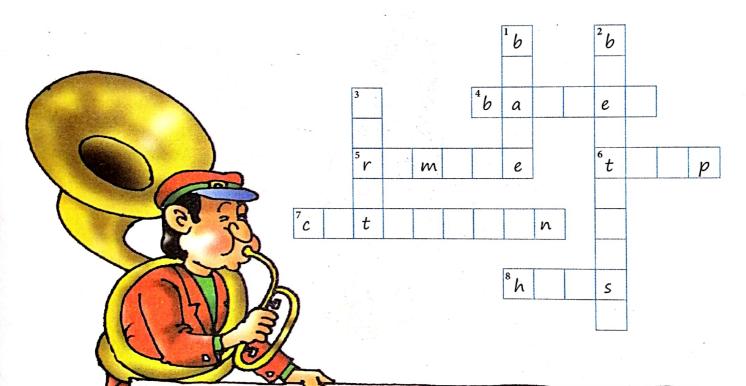
cotillion: a sort of country dance

В.3.	Given below is poem. Comple done for you.	s the flow chart of sequence of events as explained in te the flow chart. The first and the last sentences have b
	The girl in the time with her fr	poem went to see a ballet for the first iend.
	1325	
		anded to them in the cloak-room. The
a. "		andandared and the drums rumbled.
		Both the girls tumbled from their seats in
		The girl could not enjoy and relishas she was busy
	الأحد	
		Both the girls slipped down to the floor to findand found it lying
- Cu	Carlo A	
	MIP	As soon as the ticket was found, the programme too came to an end.

# **B.4.** On the basis of your reading of the poem, complete the following.

- (a) Initially, the girl was excited to enter the theatre but the last part of the poem suggests that
- (b) 'Fairies on the stage' refers to
- (c) The speaker kept looking for \_\_\_\_\_

### **B.5.** Solve this crossword puzzle with the help of the clues given below.



### Across -

- 4. a kind of dancing that tells a story with music but no words
- 5. to make a long deep sound
- 6. to take a light, short step
- 7. a kind of country dance
- 8. to make a noise like a very long 's'; the sound made by a snake

### Down \

- 1. to make a loud, unpleasant noise
- 2. out of breath
- 3. foremost



B.6. You must have heard and read about dance festivals held from time to time. When was the last time you went to a dance festival organised in school or in your town? Describe your experience in a few sentences and share it with the class.

	When was it held?
	did you here?  Where was it held?
Whom d	
	The last time I went to
	was
	I went with
<b>6</b>	There I saw
	I watched/listened to
	I thought it was
	I enjoyed

Listen to the audio CD titled *Listen & Comprehend* (Class-VI). After listening, answer the questions asked in the audio CD verbally. Listen to the tape script once again and attempt the given question. The tape script is also given on page no. 115.

B.7. Listen to a beautiful, thought-provoking song by Michael Jackson. While you listen, complete the lines.

### Heal The World

(Child: 'Think about the generations and say that we want to make it a better place for our children and our children's children, so that they know it's a better world for them.')

know it's a better world for them.	
There's a place in your heart And I know that it is love	
And this place could be much	<b>5.</b>
brighter than tomorrow	<b>€</b> , <i>j</i> ,
*	
And if you really	
You'll find there's no need to	
In this place you'll feel there's	
no hurt or sorrow.	
There are ways to get there	
If you care enough for the living	
Make a	The state of the s
Make a better place.	The Table
Heal the world	
Heal the world	
Make it a better place	
For you and for me and	
the entire human race	
There are people	
If you care enough for the living	
Make a better place	and
If you want to know why	
There's that cannot	lie

Love is strong	
It only cares of joyful giving	
If we try	•,
We shall see	
In this bliss	
We cannot feel or dream	d
We stop existing and start	
Then it feels that always	
Love's for us growing	T.B
So make a better world	and Delivery
Make a better world	The state of the s
Make a better world	ATT
	// /-
And the dream we were conceived in	10A 00
Will reveal a joyful	
And the world we once believed in	
Will shine again in	
Then why do we keep strangling life	
Wound this	Hola Ma
Crucify its soul	de la company
Though it's plain to see	THE PARTY OF THE P
This world is heavenly be God's glow	
We could fly so	
Let our spirits never die	
In my heart I feel you are all my	
Create a with no fears	
Together we cry happy tears	
See the turn their	
swords into plowshares	
Pro Maria	
We could really get there	
If you cared enough for the living	
Make a little space	
To make a better place	
Make a better place	
For you and for me.	



#### Work in groups and discuss the following points. B.8.

- The need of healing the world. (a)
- The different ways of healing the world. (b)
- (c) The contribution and dedication required.



#### B.9. After the discussion, hold an actual class debate on the motion—

### HEAL THE WORLD—NEED OF THE HOUR

### For the Teacher

Ensure that the students follow the rules and regulations for conducting the debate as given below.



Each group of four students will be represented by one speaker. Your teacher will ask you to draw lots to decide whether your group is FOR or AGAINST the motion. In groups of four, choose-

1. Group Leader

: to coordinate the work of the

group.

2. Group Secretary:

to write down points discussed by

the group and to speak the group's

views in the debate.

3. Group Artist

: to make a banner/poster to

forcefully present the group's case; and to exhibit the banner before

the speaker begins to speak.

A Chairperson, a Debate Secretary and a Timekeeper will be appointed to conduct the debate. Their duties are—

Chairperson

: 1. Introduces and concludes the debate.

2. Appoints a panel of judges.

**Debate Secretary**: 1. Writes the topic on the blackboard.

2. Acquaints the participants with the rules of the debate.



- Invites the group speakers to speak in turn.
- Organises the Rebuttal Session once all the speakers have spoken.
- Conducts open debate and declares which side has won, by a show of hands.

### Timekeeper

- Ensures that speakers do not exceed the fixed timelimit.
  - 2. Ensures that the debate is concluded within the time allocated.

You will find the following sentence openings useful in preparing your arguments.

- 1. I'd like to question/argue.....
- 2. In my opinion.....
- 3. I feel very strongly that.....
- 4. I would like to draw attention of the audience to......
- 5. I fail to understand......
- 6. I submit that.....
- 7. My first/next/final argument against/in favour of......
- 8. I support the motion that.....
- 9. My knowledgeable opponent has submitted that.....
- 10. May I ask my opponents.....
- 11. I strongly oppose/support the view that......
- 12. I disagree.....
- 13. I firmly reject.....
- 14. I fully oppose/support.....







# Read following newspaper clipping.

### Taj Mahal 'Vanishes' for Two Minutes!

NEW DELHI, Nov. 9: The Taj Mahal 'vanished' for over two minutes on Wednesday, leaving police, local officials and the media stunned, reported the Hindu newspaper.

The 'disappearance' of the monument was part of a performance by a magician, P.C. Sorcar. 'I just kept the Taj away from your eyes.' It was a perfect illusion, the paper quoted Sorcar as saying.

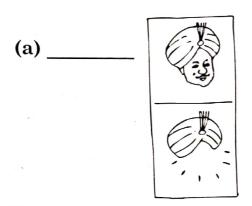
Sorcar performed the feat in the afternoon from a distance of 400 metres. This was his first performance in India after 1992, when he made a running train disappear.

The 53-year old magician is also credited with making the Victoria Memorial, a 19th century landmark in Calcutta, 'vanish' in 1990, and an aircraft 'disappear' in Hamamata, in Japan.

'I don't possess any supernatural powers.....this is.....the science of controlling the mind and willpower to create a psychic balance with the environment,' Sorcar said. - AFP

—Dawn-International; 10 November, 2015

C.2. Below you can see a few cartoons on Great P.C. Sorcar. Match them with their details by writing the correct number in the space provided.



Mr. World is non-plussed to see the wonders of the Great Sorcar...Note there is Wonder in his cards. (Reprinted from Nabakallol, April, 1960, p. 89). A similar cartoon about Sorcar was published in The Linking Ring, USA, June, 1946, p. 23.



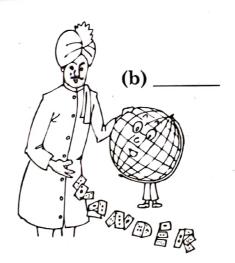
'The King is dead. Long live the King of magicians.' Chandi Lahiri's Cartoon published in the Hindustan



(d)



This appeared in the famous French newspaper LE Figaro, Paris, November 18, 1955. The political cartoon has featured his feat of cutting and rejoining a human tongue.



'The Last Magic!' as seen by cartoonist Sufi at the demise of the Great Sorcar. Reprinted from Jugantar, January 8, 1971. Sorcar passed away in Japan where he was touring with his magic show.



# He Really Is The World's Greatest Magician

P.C. Sorcar is known to everyone for magic in the entire world, and to millions in the many countries and continents wherein he has performed.

We knew he had to have a great show, and when we arrived in Calcutta (now Kolkata) to look him up, we were thrilled to find he was about to open a long run in the New Empire Theatre there. We changed our flight—what magician wouldn't have? This we could not miss.

C.3.

We found Sorcar backstage at rehearsal and set-up, a task which takes about



forty hours. In fact, the theatre closed completely for one day to permit this. We found a dozen lovely Indian girls working on silks and flowers, a stage crew of men lifting an automobile from the **alley** to stage level (two floors up), a native orchestra (Sorcar's own) playing wonderful Indian music, the bells, flutes, drums, etc. Everybody had a job, everybody was busy.

At the box office where Sorcar kindly fixed us up with seats, we saw the advanced-booking sheets: page after page of sell-outs and growing sales, often weeks in advance. The queue at the box office was an evidence itself. Just for fun, as we moved around the city, we asked all sorts of people if they knew P.C. Sorcar. Everybody knew him.

By the opening night, Sorcar had the front of the theatre alive with his publicity. The house was full, quite a few more men than women, and of every Indian type and region, as characterised by their turbans,

alley: a long narrow passage

dresses, hair, etc. The show ran two and half hours, and we want to go on record as saying it was the finest all around magic show we ever saw, and that includes Thurston, Blackstone, Dante, Kalanag, and many others of the greats we have seen in our long magic lives. We base the comparison on the fact that Sorcar had more **personnel**, more equipment, more variety, his own orchestra, had taken over a big theatre for months, etc.

Complete description of the show is impossible here. It is one of the largest illusions, and beautiful stage settings, opening with production number that fills the stage not only with silks, flowers, clocks, numerous other items, but with people as well. Sorcar has an ability to get laughs out of the most unlikely situations. In his production number, girls and boys kept bringing out racks, stands, T bars, etc., so that each time he

seemed to have finished, they brought out another empty one, and sighing, he went back to producing. The audience got good laugh out of it.

His 'Water from India' produced with a dozen assistants each in the garb of a region of India, and bearing empty glasses, is a charming thing. A priest, in an orange robe, comes in first, bearing a silver pitcher (very small in appearance) on a tray. He tells Sorcar it is 'Water from India'. Now as the



assistants come with their glasses, Sorcar calls out the name of the Indian region, and fills their glasses. Finally they are all lined up across the stage in a most colourful **pageant**. Then they begin to leave the stage one by one, emptying their glasses in a silver *lota* as they go. This Sorcar uses as a running effect throughout the rest of the show. 'My next effect—Water from India'. It tickles the crowd.

personnel: staff employed in a service

108

pageant: a dramatic scene



The 'Broomstick' number was captivating. The stage was bathed in dark blue light, with a city street scene. Dawn began to come over the city, and people began to move about. A little boy on crutches was selling newspapers. Sorcar took him off his crutches, used one in lieu of a broom and put the boy upon it. As the boy remained in midair, **poised** on a crutch, Sorcar took the **hula hoop** away from another playing kid, and used it over the **levitated** boy. At the finish of the trick, the little lame boy threw his crutches away and skipped off stage. (The boy was played by Sorcar's college student's son.)

And so it went—number after number, beautifully staged, costumed, and presented. With a large committee from the audience on stage—everything Sorcar did was in the best magic tradition.

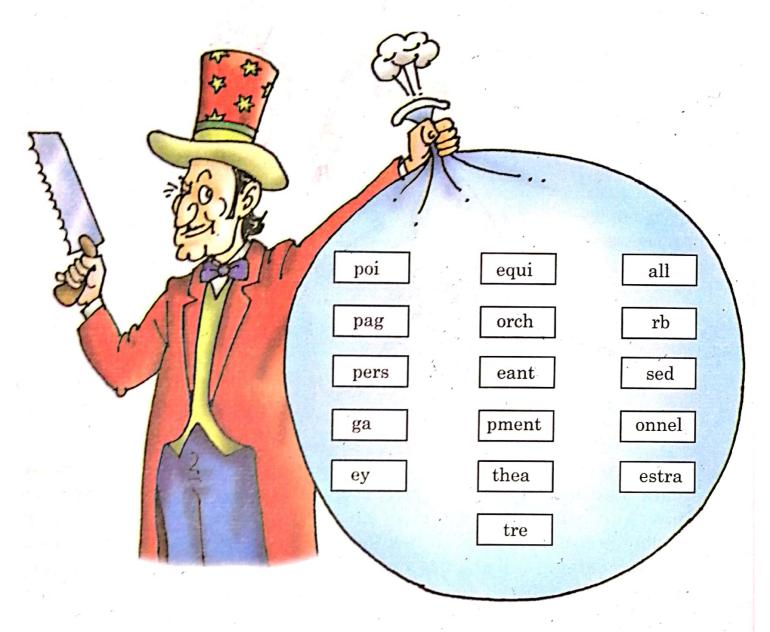
poised: hold in balanced position

hula hoop: a light hoop used for keeping the hoop in motion about the waist

levitated: floating in the air without any physical support

# C.4. Word Chop

The following words have been chopped in two pieces by the magician. Put them back together.



### Place your answers here.

1.	*	5.	
2.		6.	
3.		7.	
4.		8.	

1.	Sawing Sorcar Alarms Viewers England	3
	England	3
2.	An aircraft disappears in Hamamata  Japan	
Wo:	ork in pairs to write short, eye-catching headlines for the following mas.	1ew
6	Remember	
1	Be concise.	
(	Normally use the simple present tense.	
2	Headlines are not grammatically complete.  Use initials instead of names.	
1.		eritani kee groo
	Fourteen hundred pirated CDs were seized by the police from a hou Gali Wajivada, Darya Ganj on Friday evening. Two persons were held a case has been registered under the Copyright Act.	
2.		-H
	India-based Ricky Kej's collaborated album Winds of Samsara wor Best New Age Album trophy at the 57th Annual Grammy Awards her	n tl
	Another Indian artist to make it big at the awards this year Neela Vaswani. She won the trophy in the Best Children's Album cate for I Am Malala: How One Girl Stood Up For Education And Changed World (Malala Yousafzai).	ean

Scanned by CamScanner

— The Hindu

Below you can see two examples of posters. Read them carefully. C.7.

A Poster on Drug De-addiction

# DRUG ADDICTION



is slow poisoning and an Invitation to Death

Avoid drugs to save your precious life as well as the nation

A Poster on Diwali Mela



All are cordially invited to see and enjoy the Diwali Mela being held at our School Campus



November 10, 2016

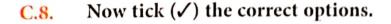


being organised by:

The Cultural Society D.A.V. Centenary Public School

No Entry Fee or Ticket

Delhi



A poster is a large notice or picture to advertise something. (a)

Yes/No

A poster is attractive and colourful. (b)

Yes/No

It is displayed in public places to attract attention. (c)

Yes/No



C.9. You are Raman, the Secretary of the Cultural Club of your school. Your club has invited the famous magician P.C. Sorcar, Junior, for a magic show in your school. Design a colourful poster to be put up at different places in the city/town about the same. You may use slogans. [Do not exceed 50 words.] Mention the name of the magician, date, place, time and rates of tickets.





### Read it Yourself

### Read the poem.

## Entertainment

The monkey-show is on: patient girl on haunches holds the strings, a baby in her arms. Two tiny monkeys in red and purple pantaloons prepare to dance.

Crowd collects, forms a circle.

Naked to the waist, the Master of Ceremonies drums frenzy, cracks whip, calls the tricks to earn applause and copper coins.



The circle thickens as the plot thickens, children laugh, the untouchable women smooth their hair. A coolie grins at me, his white teeth gleam in the sunlight.

Only the monkeys are sad, and suddenly the baby begins to cry. Anticipating time for payment, the crowd dissolves. Some, in shame, part with the smallest coin they have. The show moves on.



—Nissim Ezekiel



# **Tape Script**

# Heal The World

(Child: Think about the generations and say that we want to make it a better place for our children and our children's children, so that they know 'it's a better world for them.')

There's a place in your heart
And I know that it is love
And this place could be much
brighter than tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel there's
no hurt or sorrow

There are ways to get there
If you care enough for the living
Make a little space
Make a better place.

Heal the world

Heal the world

Make it a better place

For you and for me and
the entire human race

There are people dying

If you care enough for the living

Make a better place for you and for me

If you want to know why
There's love that cannot lie
Love is strong
It only cares of joyful giving



And the dream we were conceived in Will reveal a joyful face
And the world we once believed in Will shine again in grace
Then why do we keep strangling life Wound this earth
Crucify its soul
Though it's plain to see
This world is heavenly God's glow

We could fly so high
Let our spirits never die
In my heart I feel you are all
my brothers
Create a world with no fears
Together we cry happy tears
See the nations turn their
swords into plowshares

We could really get there
If you cared enough for the living
Make a little space
To make a better place......
Make a better place
For you and for me.



